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words were added from the Ashbaugh list and the Buckingham Extension of the Ayres Scale. Only those words were selected for any grade which were used by at least 2 per cent of the pupils of that grade in their written work. The words selected should have given 66 per cent of accuracy for each grade according to the standards. In the execution of the tests the words were dictated by examiners, who, because of previous experience in this work, appreciated the importance of uniformity. In all, 8,942 papers were corrected.

The study of the results is presented by means of charts and tables, the standard of comparison being that of Ayres approximated for May. These charts bring many interesting facts to light. The results for Grade IIIB are more than a year below the Ayres standard, while those for Grade VIIIA are nearly a year above the Ayres standard. The low score for the third grade is ascribed partly to the larger element of foreign population in Newark than is found in the eighty-six cities from the results of which the Ayres standard was computed.

Comparisons within the Newark system reveal wide differences in the various schools. The schools attended largely by children of Hebrew parentage rank the highest, those whose pupils are of American parentage next, while the schools for the Italians are the lowest.

The range between the best and the poorest results in each grade is as follows:

3A.....	70.09%
5A.....	41.13%
7A.....	30.00%
8A.....	33.36% [p. 17]

Another tabulation brings out the relationship between intelligence and spelling ability.

Taken as a whole, the survey shows that the children in the Newark schools spell well above the average for the country. The survey was well executed, and its report not only reveals many worth-while facts and tendencies, but also gives a basis for future work in the schools.

SHIRLEY HAMRIN

Condensed account of evolutionary biology.—The importance of an evolutionary viewpoint in the study of the educational theory is now so generally recognized that students of education are finding a clear understanding of the principles of evolution an essential factor in their preparation. However, many beginning students of education have exceedingly indefinite ideas concerning these biological concepts and, accordingly, experience considerable difficulty in adjusting their thinking to modern tendencies. For such students, as well as the general student in college science classes, a recent book¹ by Professor Newman will be very helpful.

¹ HORATIO HACKETT NEWMAN, *Readings in Evolution, Genetics, and Eugenics*. Chicago: University of Chicago Press, 1921. Pp. xviii+523. \$3.75.

An effort has been made to present the subject in the best pedagogical order. After a general introduction, a rather long chapter appears in which the whole history of the development of evolutionary science is outlined, together with the names and contributions of the leading evolutionists. Part II is a presentation of the evidences of organic evolution, beginning with the bodies of evidence most definite and direct, and ending with the less definite and more controversial. Part III deals with causo-mechanical theories of evolution with Darwinism as the central topic. Part IV concerns itself with genetics or modern experimental evolution, and Part V with eugenics, or genetics as applied to human improvement [p. vii].

The book consists largely of excerpts from both the older classical evolutionary writers and the modern writers, these selections being woven together into a unified account by the aid of introductory statements, criticisms, summaries, and special chapters written by Dr. Newman. In general, the language is simple and lucid, being not too technical for the college reader. It is highly desirable that students of education possess a broad view of evolution such as is presented in this book.

G. T. B.

Law as a profession for women.—The main purpose of a recent vocational bulletin¹ is to supply information in regard to opportunities for women in the legal profession and also to give a general account to the activities of women who have had experience in the practice of law. It gives the results of an analysis of the training, practice, and salaried positions of women lawyers.

The chapter on "Training" shows in general the educational requirements for admission to the bar, as well as the necessary preliminary education, the time to be spent in legal study, and the customary methods of training. The various requirements for admission to law schools, methods of instruction, graduation, etc., are shown on the basis of catalogues and correspondence from 129 law schools, an account being given of the advances which have been made in the requirements of these schools. Considerable space is devoted to the kind of prelegal training which is advised by the law schools and also by women lawyers of experience. An analysis is made of the preliminary and legal training of women now in the profession.

The chapter on "Women Admitted to the Bar" gives in a general way the limitations of the profession. The advantages and disadvantages of the various branches of legal specialization are pointed out in some detail. Experiences of women lawyers of extended practice are drawn upon to show the difficulties that will probably be encountered in starting out in the profession and the probable rewards that will come to those who continue it. Some valuable suggestions are given as to the best way to get started, as, for example, whether to become a clerk for a time, a court reporter, a junior partner with an established firm, etc. Considerable discussion is also given to work other than

¹ BEATRICE DOERSCHUK, *Women in the Law*. New York: Bureau of Vocational Information, 1920. Pp. viii+129.